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Freshman Camps, part of the University of Minnesota's orientation program, are held prior to Welcome Week, and are voluntary. This study attempts to describe characteristics of those students who chose to attend in 1968. Approximately 685 students among the 8,575 freshmen entering the University in 1969 went to one of seven Freshman Camps, assigned randomly. Demographic information on the campers and aptitude test data were obtained from the University. Questionnaires were completed by campers in such areas as educational goals and attitudes. Personality inventories were available for some of the campers. Hanson's (1968) program for coding the Minnesota Counseling Inventory was used in some analyses, and chi square was used to test the significance of differences. Two norm groups were selected from the 1968 Liberal Arts freshman class. Tables represent the variety of ways in which freshmen campers differ from the freshman class as a whole. Results of this study indicate that services designed to orient new students cannot be based on generalizations about characteristics of entering freshmen. This study, a first step in an analysis of Freshman Camp, leads to the more important question, "What effect does the camp experience have on its participants?" (Author/CJ)

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RESEARCH STUDIES IN ORIENTATION
UNIVERSITY OF MINNESOTA

WHO GOES TO FRESHMAN CAMP?

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Freshman Camps are one part of the University of Minnesota's orientation program. These coeducational outings are held on the weekend before Welcome Week at campsites in the Twin Cities area. During the prior Spring Quarter, the staff advisor, two student co-chairmen, approximately twenty-five student counselors and selected faculty plan the various programs to be held at their respective camps. The only criterion for planning lectures, skits, and discussion groups is that each of them be related to the presently stated objectives for the camps.

An interesting feature of Freshman Camp has been the yearly review of objectives. This has been an integral part of the programming. Staff, students, and faculty have been involved in appraising, evaluating, and, if necessary, changing the format of camps. After one careful appraisal and a consequent re-structuring of the camp program in 1954, Williamson (1955) commented on the role of evaluation in the orientation program. He stated, "It is clear from the last restructuring that our program is a constantly evolving one, continuously subject to review and to search for improvement in effectiveness. This is as it should be because a university in Western civilization is a constantly evolving educational undertaking. ...Orientation, therefore, is not to be viewed as a fixed, pre-education experience...". This process of reviewal and appraisal has been one of the aux-

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[1]This study was conducted by the Orientation Office and the Student Life Studies Bureau of the Office of the Dean of Students.

iliary benefits of the program.

There is a need to evaluate specialized student personnel services such as Freshman Camp. These programs should be related to the characteristics of the freshmen campers, as well as the program's objectives. Since camps are voluntary programs, an important question is, "Who are the students that choose to attend Freshman Camps?" Critics might argue that such programs attract only students who least need the experience. Only with systematic information concerning the characteristics of students attending Freshman Camp can the validity of this contention be judged. Descriptions of freshman campers can also be used for the continuing appraisal and re-examination of the contemporary relevance of the programs held at camps. This paper is concerned with the problems of systematically describing entering freshman who attended Freshman Camps in 1968.

BACKGROUND

History

The Freshman Camps at the University of Minnesota were established as new student camps by the University YMCA in 1925. A short time later these projects were jointly sponsored with the YWCA. In 1950, the Office of the Dean of Students became involved in these programs in an attempt to coordinate the camps with other parts of orientation. In 1951, three camps were held, one sponsored by the YMCA and YWCA, the other two developed by the Office of the Dean of Students (ODS). One of these special ODS camps was concerned with developing leadership skills, while the other had to do with the development of social skills among shy students. In 1954, the Freshman Camps were carefully evaluated by teams of faculty members, students, and staff who

concluded that many entering freshmen did not fully understand the concept of a University. In trying to resolve this problem, they went on to develop six new objectives for the camp program: (1) To develop an understanding of the interplay between values and behavior; (2) To develop an understanding and appreciation for the intellectual goals of the University; (3) To develop an appreciation of the satisfactions to be derived from being an effective member of a variety of groups; (4) To develop loyalty to the University; (5) To develop an understanding of the opportunities for vocational development which are available at the University; (6) To develop an appreciation of the aesthetic values of the creative arts.

In 1956, the YMCA and the YWCA discontinued their sponsorship of the camp program. The Dean of Students Office and the All-University Congress (the student government organization of that time) then had complete responsibility for administering the program.

Research

Empirical research having to do with the effectiveness of the Freshman Camp program is sparse. Most of the studies have limited general value.

Willerman, Layton and Ptacek (1952) investigated the effectiveness of one of the first experimental camps sponsored by the Office of the Dean of Students. They appraised the special camp developed for "shy" students, and reported that programs which minimize the role of individual achievement are the most effective with these students. They also suggested specific programs which shy students found most enjoyable.

Willerman and Zander, (1957) assessed the 1956 camp program. This study was

completed soon after the camps had been restructured to take on a more intellectual emphasis. The authors used three different measures: (1) "What Going to the University Means to Me," an open-ended questionnaire concerned with educational goals, (2) "Who Am I?," an open-ended questionnaire concerned with the self concept, and (3) the Insight Test, a measure of attitudes towards others which are indicated by the motives individuals attribute to others. The results of their investigations showed that women showed larger and more significant changes on the two measures, "What Going to the University Means to Me," and the Insight Test at the conclusion of their camp experience.

The most extensive investigation of the Freshman Camp program was completed by Zander (1959). He used a scale to survey the students' opinions which had been developed by Bloland (1959). This was a measure of attitudes about the six objectives of Freshman Camp. The scales were labelled intellectual, personal values, human relations, cultural appreciation, vocational development, and loyalty. On post-test measures he reported significant differences between the total control groups and the experimental groups on each of the six scales. Also reported were significant differences on each of the six scales between the female experimental and the control groups. Separate camps were found to have differing degrees of effectiveness in changing attitudes. For example, in one camp, there was no significant change on any scale, while in another, there were significant changes on all scales.

Although one of the more obvious educational benefits of Freshman Camp is to the counselors, there is little systematic information about the effects of the camp program on the counselors. Only fragmentary data are available. Berdie (1967) using the Col-

lege-University Environment Scale (CUES) examined the differences in college perception and expectations among groups of students and staff members at the University of Minnesota. One of the groups involved in the investigation was 118 Freshman Camp counselors. He reported a noticeable difference between camp counselors and a group of Juniors on three C.U.E.S. scales: community, awareness, and scholarship. In each instance, the means of the counselors were higher.

PROBLEM

This study attempts to describe characteristics of those students who chose to attend the voluntary Freshman Camp program in 1968.

METHOD

Approximately 685 students out of 8,575 freshmen entering the University of Minnesota in Fall Quarter 1969 went to one of seven Freshman Camps. They were assigned to these camps in a random manner by the Coordinator of Orientation.

The demographic information for the campers and the Minnesota Scholastic Aptitude Test data were obtained from the University admission forms. Several questionnaires were completed by campers. Due to administrative problems, not all campers completed each questionnaire. The first measure concerned educational goals and was entitled, "What Going to the University Means to Me." Individuals were asked to check on a four point scale the relative importance of twenty-seven educational goals. These items were adapted from an open-ended inventory which had been previously developed by Willerman and Zander, (1956). A second measure of educational attitudes concerned experiences students planned to have while at the University of Minnesota. Three questions were

concerned with cultural, extracurricular, and recreational experiences at the University of Minnesota. Individuals were asked to check whether they planned to participate in any of these events. The inventory concerned with educational goals was given on the first day of camp. The other questionnaire was given at a Freshman Camp reunion which was held on the campus four days after the conclusion of camp. The sample of campers that attended this reunion may not be representative of the total group of campers.

Minnesota Counseling Inventory (Berdie and Layton) scores were available for some of the campers. The MCI is a personality inventory designed to: (1) identify areas in which students may be adjusting particularly well or poorly, and (2) provide information about the methods that students use for making adjustments. Three scales--family relations (FR.), social relationships (SR.), and emotional stability (ES.)--are concerned with the former objective. Four scales--conformity (C), adjustment to reality (R), mood (M), and leadership (L)--are concerned with the latter objective.

A program (Hanson, 1968) for coding MCI profiles was used in some analyses. Chi square was also used to test the significance of differences. Approximately 170 male campers profiles and 305 female campers profiles were available. The two norm groups were selected from the 1966 CLA freshman class using a generated series of random numbers. There were approximately 118 males and 131 females in these two groups.

RESULTS

Demographic Characteristics

Freshmen campers differ from the freshman class as a whole in a variety of ways. Some of these differences are obvious and others are more subtle and complex.

Proportionately more females attended Freshman Camp than males. The information in Table 1 shows that approximately two-thirds of the freshmen campers were females while only 44 percent of the freshman class were females.

TABLE 1

Comparison of 1968 Freshman Camp enrollment and the 1968 Freshman Class of the University of Minnesota (U. of M.) by sex.

Sex	Freshman Camp	U. of M. Freshmen [B]
Male	36.6 %	56.0 % *
Female	63.4 %	44.0 % *
Total N =	685	8,575

[B]: All colleges University of Minnesota, All campuses
* $p < .01$

The age range of the freshmen campers is, for the most part, fairly representative of the age range for the freshmen class. The large majority of the campers were 18 years of age. Table 2 shows the range of ages of the freshmen campers and the age distribution of the freshman class. A few of these differences were statistically significant. There were somewhat more 19 to 20 year olds and somewhat fewer 21 years or older campers than might be expected.

TABLE 2

Comparison of 1968 Freshman Camp enrollment and the 1968 Freshman Class of the University of Minnesota (U. of M.) by age.

Age	Freshman Camp	U. of M. Freshmen [B]
≤ 18	89.2%	89.6%
19-20	9.5%	5.4% *
21-25	1.3%	3.7% *
≥ 26	.0%	1.3% *
Total N =	667	8,575

[B]: All colleges University of Minnesota, All campuses
* $p < .01$

The educational and socio-economic background of the students can be an important factor in influencing them to take advantage of a voluntary program such as Freshman Camp. There were more students whose parents were professional men or women and owners or managers of businesses and fewer children of farmers and unskilled laborers. Table 3 describes the occupational background of the campers' parents and the distribution of the parents occupations for the freshman class.

TABLE 3

Comparison of 1968 Freshman Camp enrollment and the 1968 Freshman Class of the University of Minnesota (U. of M.) by parents occupation.

Occupation	Freshman Camp	U. of M. Freshmen[B]
Professional	22.2%	16.5%*
Owns or manages business	21.9%	17.3%*
Office or clerical	7.6%,	6.0%
Sales	14.1%	10.9%
Owns or manages farm	4.4%	8.5%*
Skilled	17.2%	21.7%
Semi-skilled	2.8%	4.5%
Unskilled	3.9%	6.4%**
Other	3.9%	8.2%*
Total N =	668	8,449

B: All colleges University of Minnesota, All campuses
* $p < .01$
** $p < .02$

There were also some interesting differences between the educational backgrounds of the parents of the freshmen campers and those of the freshman class. Most of the camper's fathers were high school graduates, or had been enrolled in college, or were college graduates. There were somewhat fewer children of fathers who had less than a high school degree and slightly more children who had fathers who had attended or graduated from college. Table 4 presents this information.

TABLE 4

Comparison of 1968 Freshman Camp enrollment and the 1968 Freshman Class of the University of Minnesota (U. of. M.) by Father's education.

Level Completed	Freshman Camp	U. of M. Freshmen[B]
Eighth grade or less	7.9%	13.9%*
Some High School	6.6%	10.4%*
High School graduate	30.2%	34.0%
Business or Trade School	1.3%	0.8%
Some College	22.7%	18.1%*
College graduate	21.5%	14.9%*
Professional degree	4.6%	3.4%
Post-graduate work	0.1%	0.5%
Graduate degree	5.1%	4.0%
Total N =	671	8,455

B: All colleges University of Minnesota, All campuses
* $p < .01$

The educational background of the campers' mothers is very similar to that of the fathers. These data are described in Table 5. Most of the mothers were either high school graduates or had attended college or had graduated from college. There were slightly more mothers of freshman campers that had graduated from college than might be expected.

TABLE 5

Comparison of 1968 Freshman Camp enrollment and the 1968 Freshman Class of the University of Minnesota (U. of M.) by Mother's education.

Level Completed	Freshman Camp	U. of M. Freshmen[B]
Eighth grade or less	4.9%	6.9%
Some High School	5.4%	8.6%*
High School graduate	48.1%	50.2%
Business or Trade School	1.1%	1.1%
Some College	24.4%	22.1%
College graduate	14.8%	9.5%*
Professional degree	0.3%	0.7%
Post-graduate work	0.3%	0.2%
Graduate degree	0.7%	0.7%
Total N =	669	8,486

B: All colleges University of Minnesota, All campuses
* $p < .01$

The diversity in educational and socio-economic background among the campers is also evident in Tables 3, 4, and 5. This wide range of differences should not be overlooked. Although there are statistically significant differences between the socio-economic background of campers and the total freshman class, these divergencies do not indicate that the Freshman Camp population is much different from the freshman class. The question of representativeness in certainly one of degree.

Academic Data:

Most of the Campers were prospective College of Liberal Arts students (CLA). Table 6 presents the Freshman Camp enrollment by college or school and the respective freshman class enrollment for the University. Several of these differences were statistically significant. There were, on the whole, more CLA and College of Education student, and fewer General College students than might be expected. These differences may not be practically important.

TABLE 6

Comparison of 1968 Freshman Camp enrollment and the 1968 Freshman Class of the University of Minnesota (U. of M.) by college.

College	Freshman Camp	U. of M. Freshmen[A]
A.F.H.E.	5.3%	7.2%
C.L.A.	77.5%	65.6%*
Dental Hygiene	0.1%	0.3%
Education	1.3%	0.7%*
General College	7.0%	15.6%*
Institute of Technology	8.8%	10.6%
Total N =	685	6,532

[A]: All Colleges University of Minnesota, Twin Cities' campuses
* $p < .01$

Many freshmen campers had achieved very well in high school. Significantly more campers had high school ranks above the 85th percentile and fewer campers had high school ranks below the 50th percentile. Table 7 presents this information.

TABLE 7

Comparison of 1968 Freshman Camp enrollment and the 1968 Freshman Class of the University of Minnesota (U. of M.) by High School percentage rank.

High School Rank	Freshman Camp	U. of M. Freshmen[B]
85 - 99%	43.3%	33.7%*
70 - 84%	25.1%	25.1%
50 - 69%	18.6%	21.3%
0 - 49%	13.0%	19.9%*
Total N =	668	8,437

[B]: All colleges University of Minnesota, All campuses
* $p < .01$

The distribution of academic aptitude scores (MSAT) for the campers is similar to that of high school ranks. Many campers had MSAT scores above the 85th percentile. There were more very high MSAT scores and fewer low MSAT scores among the campers than among the freshman class.

TABLE 8

Comparison of 1968 Freshman Camp enrollment and the 1968 Freshman Class of the University of Minnesota (U. of M.) by Minnesota Scholastic Aptitude Test Percentage.

MSAT	Freshman Camp	U. of M. Freshmen[B]
85 - 99%	37.3%	29.1%*
70 - 84%	22.0%	19.6%
50 - 69%	23.0%	24.0%
0 - 49%	17.7%	27.3%*
Total N =	655	8,056

[B]: All colleges University of Minnesota, All campuses
* $p < .01$

Personality Data

Most certainly, there are wide differences in personality among students who participate in a large program such as Freshman Camp. Yet observers of the Camp program have suggested on a number of occasions that camps attract a particular personality type who might be described as socially outgoing and extroverted. From their perspective, this kind of student doesn't need the Freshman Camp experience as much as other students. Tables 10 and 11 describe the distributions of MCI scale scores for the sample of freshmen campers for whom there was available data and the norm group consisting of a random sample of freshmen students in the College of Liberal Arts (CLA) at the University of Minnesota. In the case of female campers there were significantly fewer reported social relationship problems than in the norm group. A smaller number of female campers indicated that they were either socially inept, undersocialized or did not enjoy talking and/or associating with others in groups. In the case of male campers, there was a noticeably larger number of reported family relations problems. This difference was significant at the .07 level. A similar trend was also evident in the case of the female campers. More campers seemed to feel that their parents were unreasonably strict and demanding too much of them.

The MCI scales were coded using two methods. In the first, the two scales above a standard of 60 were coded, and second the two scale scores below a standard of 40 were coded. Comparisons between the freshmen campers codes and those of the CLA norm group indicated only one significant difference. These were scales 3 and 8 coded low for the males. Scale 3 coded low has to do with the absence of social relations problems and scale 8 coded low has to do with the presence of leadership attitudes. Students with low 3-8 or 8-3 code types might be described as individuals who enjoy socializing, like to

talk with others, and generally seek out and enjoy being members of groups. Thus a larger number of male campers than the norm group indicated that they were outgoing individuals who like to socialize.

TABLE 9

Comparison of 1968 Freshman Camp Female enrollment and a random sample of the 1966 University of Minnesota, College of Liberal Arts (CLA) Female Freshman Class by Minnesota Counseling Inventory (MCI) T scores.

	Percent with standard score above 60		Percent with standard score below 40	
Scale	Freshman Camp	CLA	Freshman Camp	CLA
Validity	9.2%	6.9%	12.1%	13.0%
Family Relations	12.5%	6.9%	2.9%	3.0%
Social Relations	3.9%	9.9%*	10.2%	6.1%
Emotional Stability	8.5%	6.1%	5.9%	8.4%
Conformity	8.5%	7.6%	4.9%	6.9%
Reality	8.5%	5.3%	0.7%	2.3%
Mood	3.6%	3.0%	11.1%	8.4%
Leadership	5.6%	7.6%	7.5%	6.9%
Total N =	305	131	305	131

A: Above 70
* $p < .05$

TABLE 10

Comparison of 1968 Freshman Camp Male enrollment and a random sample of the 1966 University of Minnesota, College of Liberal Arts (CLA) Male Freshman Class by Minnesota Counseling Inventory (MCI) T scores.

	Percent with standard score above 60		Percent with standard score below 40	
Scale	Freshman Camp	CLA	Freshman Camp	CLA
Validity	11.2%	11.0%[A]	15.9%	12.7%
Family Relations	14.1%	6.8%*	2.9%	5.1%
Social Relations	5.9%	5.9%	11.2%	7.6%
Emotional Stability	2.3%	3.4%	7.6%	4.2%
Conformity	7.6%	4.2%	10.0%	9.3%
Reality	9.4%	5.9%	4.1%	2.5%
Mood	2.9%	7.6%	11.2%	10.2%
Leadership	2.4%	2.5%	12.3%	9.3%
Total N =	170	118	170	118

A: Above 70
* $p < .07$

Since 1954, the objectives of the Freshman Camp program have been concerned with camper educational attitudes. The student's concept of the university experience is probably reflected in both his educational goals and his statements about proposed college experiences. The goals which were endorsed by the campers are shown in Table 11. Of the top ten ranked goals, about 8 of them are obviously concerned with personal development. The most essential goal for many campers has to do with growing up and maturing. Many of the goals considered essential and very important have obvious intellectual and social features.

The goals which seemed only somewhat important are also interesting in light of contemporary stereotypes about college students. So called "rah rah" college goals such as school spirit, participating in social activities, and dating were only somewhat important for many campers. It is also noteworthy that the lowest ranked goals have to do with sports, religion, and social status.

TABLE 11

Percent of 1968 Freshman Camp enrollment pre camp experience responding with (1) Little or no importance, (2) Somewhat important, (3) Very important, or (4) Essential, to the Question: "What Going to the University Means to Me." (N = 667)

Goal	Mean Resp.	Rank	Lit.or no imp.	Some imp.	Very imp.	Ess'tl
1. Growing up, maturing, in general becoming more adult, a challenge. Learn responsibility, independence, self-confidence; chance to stand on own feet.	3.6	1	2%	4%	28%	66%
2. Getting an education, advanced or higher education, increasing my knowledge in general.	3.5	2	2%	7%	28%	63%
3. Learning to think and reason better, develop my mind or intellectual skills, new ideas.	3.5	2	1%	5%	35%	59%
4. Improving myself generally, becoming well rounded; broaden my outlook; improve character and personality.	3.5	2	2%	5%	34%	59%

TABLE 11 con't.

Goal	Mean Resp.	Rank	Lit. or no imp.	Some imp.	Very imp.	Ess'tl.
5. Meeting and/or making new friends; friendship; companionship.	3.5	2	1%	6%	34%	58%
6. Learning to understand people; appreciating new and/or diverse views; tolerance.	3.5	2	1%	7%	36%	55%
7. Learning to understand myself; ideas, emotions, interests better.	3.4	7	2%	6%	38%	54%
8. Meeting new or other people (of all kinds); wide variety of people.	3.4	7	1%	8%	37%	54%
9. Learning skills necessary for later life, learning how to adjust to society, to live in the world; better citizen.	3.4	7	2%	8%	39%	51%
10. Increasing my social skills, learning cooperation; how to get along with others--to work with them, leadership.	3.3	10	2%	11%	44%	43%
11. Developing new interests or expanding and/or indulging old interest or talents.	3.3	10	1%	10%	51%	39%
12. Developing or testing my personal values, philosophy of life.	3.2	12	3%	13%	44%	40%
13. Learning to help others, the community, mankind.	3.2	12	2%	14%	45%	39%
14. Increasing my knowledge about specific areas (not vocational)-world affairs, fine arts, culture.	3.2	12	2%	14%	48%	37%
15. Having fun, enjoying myself, recreation.	3.1	15	2%	20%	43%	35%
16. Getting a degree.	3.1	15	5%	21%	35%	39%
17. Working hard or studying.	3.1	15	4%	16%	50%	31%
18. Becoming part of a good school, with many courses, opportunities, outstanding faculty-all the advantages of a large school (not loyalty).	3.1	15	3%	18%	47%	31%
19. Vocational training, learning a job, finding a vocation; increasing chances of getting a better job.	3.0	19	6%	20%	41%	33%
20. Participating in social activities.	3.0	19	2%	26%	48%	24%
21. Becoming part of a large student body, understanding and experiencing college life.	3.0	19	4%	25%	45%	27%

TABLE 11 con't.

Goal	Mean Resp.	Rank	Lit. or no imp.	Some imp.	Very imp.	Ess'tl
22. Loyalty to the school, having school spirit, being proud of the school.	2.9	22	4%	24%	47%	25%
23. Participating in organized activities in general (not specifically social).	2.8	23	3%	30%	51%	15%
24. Find a mate, coeducation	2.8	23	8%	30%	28%	24%
25. Participating in sports, either actively or as a spectator.	2.7	25	10%	35%	35%	20%
26. Learning to become a better person religiously speaking, join religious groups, develop or test religious philosophy of life.	2.7	25	12%	32%	36%	20%
27. Improving my social status, prestige, reputation.	2.5	27	16%	36%	33%	15%

Table 12 describes some of the college experiences which a sample of freshmen campers indicated that they might attend. Most planned to use the public library, attend the Guthrie Theatre and talk with foreign students. Somewhat fewer thought that they would go to a campus religious foundation, go to the Walker Art Center, see underground movies, or participate in intra-mural sports. Only about half of the students would attend a concert of the Minneapolis Symphony, while a majority of the campers would plan to attend a concert by Simon and Garfunkle.

Many would go to a lecture by Senator McCarthy or Stokely Carmichael. Surprisingly large numbers of students would attend a debate between Oxford and the University of Minnesota on Vietnam. For the most part campers were not sure whether they would attend lectures concerned with religion or go to cultural programs.

TABLE 12

Proposed College Experiences Inventory. 1968 Freshman Camp enrollment, post-camp responses.

Part A: Percent of Camp enrollment responding with "yes", "no", or "maybe" to the question: "Do you plan to visit or participate in: (N = 180)

	Yes	Maybe	No
1. Public Library	93.1%	.0%	6.9%
2. Guthrie Theatre	88.4%	1.2%	10.5%
3. Talk to any Foreign Students	80.9%	4.2%	14.9%
4. Campus Religious Foundation	63.3%	2.4%	34.3%
5. Intra-mural Sports	62.5%	.6%	36.9%
6. Walker Art Center	61.6%	2.4%	35.9%
7. Underground movies	59.5%	3.7%	36.8%
8. Museum (not an Art gallery)	55.2%	1.8%	42.9%
9. Minneapolis Symphony Concerts	53.8%	.0%	36.8%

Part B: Percent of camp enrollment responding with "yes", "no", or "possibly" to the question: "Do you plan to attend the following events or speakers who might appear on Campus during the year." (N = 180)

	Yes	Possibly	No
1. Concert by Simon and Garfunkel	84.2%	14.7%	1.1%
2. Senator Eugene McCarthy	52.6%	38.3%	9.1%
3. Lecture by Stokely Carmichael	50.0%	32.4%	17.6%
4. Oxford-U. of M. debate of Viet-Nam	45.9%	40.2%	13.8%
5. Performance by Bolshoi Ballet Co.	34.3%	35.5%	30.2%
6. Concert by Van Cliburn	27.2%	42.8%	30.1%
7. Lecture by Robert McNamara	27.0%	55.2%	17.8%
8. Lecture of Bishop Pike	21.3%	46.6%	32.2%
9. Lecture of "Buddhism vs. Hinduism"	20.5%	43.3%	36.3%
10. Lecture on "The President and the Press."	17.1%	57.1%	25.9%

SUMMARY AND CONCLUSION

The 1968 freshmen campers were a diverse group. Generalizations about them should be stated in cautious terms. There are, of course, striking similarities between the campers and freshman class as a whole. On the other hand, some differences should be carefully

considered in the planning and appraisal of future camps. An important question is, "Should the University try to encourage students from more diverse socio-economic and educational backgrounds to participate in Freshman Camp?"

The information having to do with the personality characteristics of freshmen campers lends some validity to the contention that this particular program attracts a more socially outgoing student. The tendency toward more reported family relations problems among the campers may need to be further studied and possibly considered in the planning of future camp lectures and discussion groups. The relationship between entering college freshman and their parents can often become unnecessarily tense and even disruptive. Campers might benefit from open discussion with upper classmen and faculty about these problems.

Most of the freshmen campers were female and approximately 18 years of age. There were noticeably fewer males and older students who attended camp. The largest percentage of campers came from families in which their parents were either employed professionally or were owners or managers of businesses. The largest percentage of parents of University of Minnesota freshmen are employed as skilled workers. Otherwise the range of parents' occupations among campers is quite similar to that of the freshman class. Most of the campers' fathers and mothers were high school graduates. On the other hand, there were some differences in that more campers' parents attended college and fewer had less than an eighth grade education. The majority of campers were College of Liberal Arts students. There were fewer General College students and more Education students than might be expected. Many campers had achieved well in high school.

There were significantly more of them with a high school rank above the 85th percentile, and fewer of them with a high school rank below the 50th percentile. In addition, more freshmen campers had very high MSAT scores and fewer had low scores.

The largest percentage of female campers reported family relations problems while the largest percentage of the female freshman norm group indicated social relations problems. Significantly, female campers were concerned about social relations. A noticeably larger number of male freshmen campers reported family relations problems. Among male campers there were also significantly more individuals who might be described as socially outgoing and leader types.

The results of this study raise puzzling questions for student personnel staff who are responsible for student activities programming. Since extracurricular groups and programs are usually voluntary, it is particularly difficult to relate specific student personnel programs or services to changes in identifiable student characteristics. Services designed to orient new students cannot be based on generalizations about the characteristics of entering freshman who should participate in the program. Does the Freshman Camp program have different degrees of utility and value for different groups of students? There are probably various target populations for the Freshman Camps. Thus program objectives should be stated in terms of measurable qualities that can be meaningfully evaluated. Campers may not be representative of the freshman class as a whole, but is this the appropriate reference group for Freshman Camp?

This study, "Who Goes to Freshman Camp?," is the first step in a thorough analysis of Freshman Camp. The more important question, "What effect does the camp experience have on its participants?", will be the subject of further research conducted on campers in September, 1969.

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